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ABSTRACT

The scope and sequence format for foreign language instruction in Waukesha, Wisconsin's public schools is presented. It charts the specific concepts, skills, and objectives to be included in foreign language exploration (FLEX) courses and courses in French, German, Latin, and Spanish at each of five levels. Each concept, skill, and objective is accompanied by a notation of whether it is to be introduced, emphasized, introduced and emphasized, reviewed, or applied (generalized) at that level. (MSE)

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FOREIGN LANGUAGE

SCOPE

AND

SEQUENCE

By

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Wisconsin

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August 1987

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SCHOOL DISTRICT OF WAUKESHA

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222 Maple Avenue
WAUKESHA, WISCONSIN 53188

TO: DEPARTMENT CHAIRS
COORDINATORS

FROM: LARRY TUTEWOHL

RE: SCOPE AND SEQUENCE CODE

DATE: MAY 14, 1986

Proposed code for the K-12 scope and sequence format:

I = Introduce

E = Emphasize

I-E = both

R = Review

A = Apply

I: Introduce - First formal instruction in a topic.

E: Emphasize - Extensive exploration of a topic.

I-E: Introduce and Emphasize - To be used when a topic is both introduced and emphasized in the same year.

R: Review - Reteaching of a topic before the application of this topic to another area.

A: Apply - Apply means to use the skill with little review.

km

EXPLORING FOREIGN LANGUAGES (FLEX)

SCHOOL DISTRICT OF WAUKESHA

Waukesha, Wisconsin

FOREIGN LANGUAGE	Exploring Foreign Languages (FLEX)
Concept Every student needs the opportunity to develop an appreciation for and to experience vicariously different cultures of the world.	
Skills/Objectives The learner will be provided opportunities to discover new cultures through the exploration of:	
1. Cultural Background a. French b. German c. Latin d. Spanish	1
2. Cross-cultural Comparison a. French b. German c. Latin d. Spanish	1

SCHOOL DISTRICT OF WAUKESHA

Waukesha, Wisconsin

FOREIGN LANGUAGE	Exploring Foreign Languages (FLEX)
Concept Since language is the principal vehicle of culture, understanding languages is of the utmost importance.	
Skills/Objectives The learner will be provided opportunities to understand and practice new language sounds and vocabulary within:	
1. Selected functional vocabulary a. French b. German c. Latin d. Spanish	1
2. Vocabulary within a cultural context a. French b. German c. Latin d. Spanish	1

SCHOOL DISTRICT OF WAUKESHA

Waukesha, Wisconsin

FOREIGN LANGUAGE	
	Exploring Foreign Languages (FLEX)
Concept Each student will become aware of the role of foreign languages in career options.	
Skills/Objectives The learners will:	
1. Learn more about themselves and their career opportunities	1
2. Identify a variety of occupations which require knowledge of a foreign language.	1

FRENCH

SCHOOL DISTRICT OF WAUKESHA

Waukesha, Wisconsin

COURSES

FOREIGN LANGUAGE	FRENCH I	FRENCH II	FRENCH III	FRENCH IV	FRENCH V
Concept					
Verbs and word order form the base of a system which can be used for comprehension in the modes of listening, speaking, reading, and writing.					
Skills/Objectives					
The learner will demonstrate familiarity with:					
1. Future expressed by present plus adverb	I	R	A	A	A
2. Present tense of ER verbs	I-E	R	A	A	A
3. Present tense of faire, aller, être, and avoir	I-E	R	A	A	A
4. Ne...pas	I-E	R	A	A	A
5. Interrogative sentences	I-E	R	A	A	A
6. The immediate future	I-E	R	A	A	A
7. Selected questions in the passé composé	I	E	E	A	A
8. Jouer à/Jouer de	I	E	R	A	A
9. Je/Vous pairs of selected irregular verbs	I	E	R	A	A
10. Imperatives in the classroom	I	E	R	A	A
11. Present tense of IR/RE verbs		I	E	A	A
12. Common irregular verbs		I	E	A	A
13. Expressions with avoir		I	E	A	A
14. Venir de + infinitive		I	E	A	A
15. Passé Composé		I-E	R	A	A
16. Conditional forms of vouloir and pouvoir		I-E	R	A	A
17. Savoir/Connaitre		I-E	R	A	A
18. Recognitional knowledge of imperfect		I-E	R	A	A
19. Common stem - changing verbs		I-E	R	A	A
20. Imperfect			I	E	A
21. Imperfect/Passé Composé			I-E	R	A
22. Future			I-E	R	A
23. Conditional			I-E	R	A

SCHOOL DISTRICT OF WAUKESHA

Waukesha, Wisconsin

FOREIGN LANGUAGE	COURSES				
	FRENCH I	FRENCH II	FRENCH III	FRENCH IV	FRENCH V
Skills/Objectives (continued)					
24. Reflexives			I-E	R	A
25. Special uses of the future			I-E	E	A
26. Present subjunctive				I-E	A
27. Present tense plus depuis, il y a, ça fait				I-E	A
28. Compound tenses				I-E	A
29. Present participle				I-E	A
30. Passé simple				I-E	A
31. Verbs requiring special prepositions					I-E
32. Passive voice					I-E
33. Past subjunctive					I-E
34. Special constructions with infinitives					I-E
35. Infinitive and perfect infinitive					I-E

SCHOOL DISTRICT OF WAUKESHA

Waukesha, Wisconsin

COURSES

FOREIGN LANGUAGE	FRENCH I	FRENCH II	FRENCH III	FRENCH IV	FRENCH V
Concept					
Development and control of a variety of parts of speech and idiomatic expressions provide for effective communication.					
Skills/Objectives					
The learner will demonstrate familiarity with:					
1. Singular and plural of nouns	I-E	A	A	A	A
2. Definite articles	I-E	A	A	A	A
3. Indefinite articles	I-E	A	A	A	A
4. Subject pronouns	I-E	A	A	A	A
5. Possessive adjectives	I-E	R	A	A	A
6. Contractions with à and de	I-E	R	A	A	A
7. Formation of regular adjectives	I-E	R	A	A	A
8. Basic prepositions	I-E	R	A	A	A
9. Adverbs of quantity, degree, and time	I-E	R	A	A	A
10. C'est, Ils sont, Ce sont	I-E	R	A	A	A
11. Interrogative expressions	I-E	R	A	A	A
12. Que veut dire?/Comment dit-on?	I-E	R	A	A	A
13. Geographical expressions	I-E	R	A	A	A
14. Il faut plus infinitive	I	E	R	A	A
15. Irregular adjectives		I-E	R	A	A
16. Demonstrative adjectives		I-E	R	A	A
17. Tout and its forms		I-E	R	A	A
18. Comparative and superlative of adjectives		I-E	R	A	A
19. Partitive		I-E	R	A	A
20. Il y a / Y a-t-il?		I-E	R	A	A
21. Direct and indirect object pronouns		I	E	R	A
22. Y and En		I	E	R	A
23. Negative expressions		I	E	R	A
24. Basic adverbs		I	E	R	A
25. Qu'est-ce qu'il y a?		I	E	R	A

SCHOOL DISTRICT OF WAUKESHA

Waukesha, Wisconsin

COURSES

FOREIGN LANGUAGE	FRENCH I	FRENCH II	FRENCH III	FRENCH IV	FRENCH V
Skills/Objectives (continued)					
26. Double object pronouns			I-E	R	A
27. Comparative and superlative of adverbs			I-E	R	A
28. Transitional words			I-E	R	A
29. Qui/Que			I-E	R	A
30. Ce qui/ce que			I-E	R	A
31. Expressions with depuis				I-E	A
32. Interrogative pronouns				I-E	A
33. Negative - advanced expressions				I-E	A
34. Relative pronouns (dont, lequel)					I-E
35. Possessive pronouns					I-E
36. Casuality phrases					I-E

FOREIGN LANGUAGE	COURSES				
	FRENCH I	FRENCH II	FRENCH III	FRENCH IV	FRENCH V
Concept					
A varied repertoire of vocabulary topics is integral to communication in every day situations.					
Skills/Objectives					
The learner will demonstrate an understanding of the following vocabulary topics:					
1. Interjections, fillers, rejoinders	I	A	A	A	A
2. Health	I-E	A	A	A	A
3. Greetings (Ça va)	I-E	A	A	A	A
4. Leave-takings	I-E	A	A	A	A
5. Alphabet	I-E	A	A	A	A
6. Cardinal and ordinal number	I-E	A	A	A	A
7. Colors	I-E	A	A	A	A
8. Personal activities	I-E	A	A	A	A
9. Classes and courses	I	E	A	A	A
10. Weather	I-E	R	A	A	A
11. Time	I-E	R	A	A	A
12. Age	I-E	R	A	A	A
13. Days of week	I-E	R	A	A	A
14. Months	I-E	R	A	A	A
15. Seasons	I-E	R	A	A	A
16. Family/pets/animals	I-E	R	A	A	A
17. Nationalities/countries	I-E	R	A	A	A
18. Body parts	I	E	R	A	A
19. Classroom objects	I	E	R	A	A
20. Health and well being		I-E	A	A	A
21. Professions		I	R	A	A
22. Post office		I	R	A	A

SCHOOL DISTRICT OF WAUKESHA

Waukesha, Wisconsin

FOREIGN LANGUAGE	COURSES				
	FRENCH I	FRENCH II	FRENCH III	FRENCH IV	FRENCH V
Skills/Objectives (continued)					
23. Social encounters		I	E	A	A
24. Rooms of the house		I	E	A	A
25. Daily activities		I-E	R	A	A
26. Personal information		I-E	R	A	A
27. Recreational pursuits		I-E	R	A	A
28. Shopping		I-E	R	A	A
29. Ordering a meal		I-E	R	A	A
30. Check cashing/money exchanging		I	E	R	A
31. Passing through customs		I	E	R	A
32. Public transportation		I	E	R	A
33. How to make a phone call		I	E	R	A
34. Asking for and following directions		I	E	R	A
35. Meals and food		I	E	R	A
36. Clothing		I	E	R	A
37. Making an appointment		I	E	R	A
38. Holidays		I	E	R	A
39. Getting a hotel room			I	A	A
40. Relationships			I	E	A
41. Residences			I	E	A
42. Pastimes			I	E	A
43. Personal interests			I	E	A
44. Opinions			I	E	A
45. Daily routine			I	E	A
46. Leisure activities			I	E	A
47. Geography			I	E	A
48. Feelings			I-E	R	A
			I-E	R	A
				I	A

SCHOOL DISTRICT OF WAUKESHA

Waukesha, Wisconsin

COURSES

FOREIGN LANGUAGE	FRENCH I	FRENCH II	FRENCH III	FRENCH IV	FRENCH V
Skills/Objectives (continued)					
49. Current events				I	E
50. Intellectual pursuits				I	E
51. Art terms				I-E	A
52. Advanced food				I-E	A
53. Advanced body parts				I-E	A
54. Reading selections				I-E	A
55. Politics					I-E
56. Literary terms					I-E
57. Connectors in composition					I-E

SCHOOL DISTRICT OF WAUKESHA

Waukesha, Wisconsin

COURSES

FOREIGN LANGUAGE	FRENCH I	FRENCH II	FRENCH III	FRENCH IV	FRENCH V
Concept					
The communicative process of French involves listening, speaking, reading, and writing effectively in a wide variety of situational contexts.					
Skills/Objectives					
The learner will demonstrate an ability to:					
1. Respond to basic questions in class	I-E	A	A	A	A
2. Repeat basic questions	I-E	A	A	A	A
3. Recite sequences	I-E	A	A	A	A
4. Respond to visual cues	I-E	A	A	A	A
5. Recite cultural materials	I-E	A	A	A	A
6. Seek information	I-E	A	A	A	A
7. Express emotions	I-E	A	A	A	A
8. Express confusion	I-E	A	A	A	A
9. Follow directions	I-E	A	A	A	A
10. Make excuses	I-E	A	A	A	A
11. Ask permission	I-E	A	A	A	A
12. Use appropriate greeting and leave-takings	I-E	A	A	A	A
13. Use typical French names and titles appropriately	I-E	A	A	A	A
14. Give personal information in one-or-two sentence sequences	I-E	A	A	A	A
15. Manipulate memorized materials to fit the situation	I-E	A	A	A	A
16. Give one-sentence description of items	I-E	A	A	A	A
17. Express likes and dislikes and respond to others' likes and dislikes	I-E	A	A	A	A
18. Write short descriptions given a topic or visual aid	I-E	A	A	A	A
19. Make simple inquiries orally		I-E	A	A	A
20. Gather information in reading or orally		I-E	A	A	A
21. Complain and refuse politely		I-E	A	A	A
22. Give more extended personal information		I-E	A	A	A
23. Express physical discomfort and needs		I-E	R	A	A
24. Request help		I-E	R	A	A
25. Buy food items		I-E	R	A	A

SCHOOL DISTRICT OF WAUKESHA

Waukesha, Wisconsin

COURSES

FOREIGN LANGUAGE	FRENCH I	FRENCH II	FRENCH III	FRENCH IV	FRENCH V
Skills/Objectives					
26. Buy survival items		I-E	R	A	A
27. Use a variety of social expressions		I-E	R	A	A
28. Issue and react to simple invitations		I-E	R	A	A
29. Arrange a meeting with someone		I-E	R	A	A
30. Understand questions about themselves			I-E	A	A
31. Ask others for more detailed information			I-E	A	A
32. Recount a sequence of events that happened to them or someone else			I-E	R	A
33. Discuss plans for a future event			I-E	R	A
34. Summarize a movie, TV program, book, magazine article, etc.				I-E	R
35. Discuss current events				I-E	R
36. Suggest alternatives				I-E	R
37. Influence/encourage someone to do something				I-E	R
38. Seek explanations for the unexpected				I-E	R

SCHOOL DISTRICT OF WAUKESHA

Waukesha, Wisconsin

FOREIGN LANGUAGE	COURSES				
	FRENCH I	FRENCH II	FRENCH III	FRENCH IV	FRENCH V
Concept					
Culture is an integral part of learning a foreign language.					
Skills/Objectives					
The learner will develop a familiarity with:					
1. Greetings, friendship levels	I-E	R	A	A	A
2. French names (plurals, nicknames)	I-E	R	A	A	A
3. Daily routine	I-E	R	A	A	A
4. Pastimes and hobbies	I-E	R	A	A	A
5. Dates, time (24 hour clock)	I-E	R	A	A	A
6. Numbers - French fashion	I-E	R	A	A	A
7. Geographical information	I-E	R	A	A	A
8. Songs, poems, proverbs, sayings	I-E	R	A	A	A
9. Customs, post office, public services		I	E	A	A
10. Getting help		I	E	A	A
11. Slang		I	E	A	A
12. Street signs and transportation		I	R	A	A
13. How to react in situations		I-E	R	A	A
14. Shopping/dining		I-E	R	A	A
15. Famous landmarks, cities		I-E	R	A	A
16. Holidays and customs		I	E	R	A
17. Media			I-E	A	A
18. Typical reading material			I-E	A	A
19. Travel			I-E	A	A
20. Family and personal relationships			I-E	A	A
21. Work situations			I-E	A	A
22. Etiquette			I-E	A	A
23. Daily life			I-E	A	A

SCHOOL DISTRICT OF WAUKESHA

Waukesha, Wisconsin

FOREIGN LANGUAGE	COURSES				
	FRENCH I	FRENCH II	FRENCH III	FRENCH IV	FRENCH V
Skills/Objectives					
24. Educational system				I-E	A
25. Current events				I-E	A
26. Politics				I-E	A
27. Fashion				I-E	A
28. Mores of the Middle Ages					I-E
29. Mores of the Renaissance					I-E
30. Mores of the Classical Period 17th Century					I-E
31. Causes (social) of the French Revolution					I-E
32. Art - impressionism					I-E
33. Music - influences of the times					I-E
34. Understanding history and its effects on literature - Middle Ages thru 19th century					I-E

SCHOOL DISTRICT OF WAUKESHA

Waukesha, Wisconsin

COURSES

FOREIGN LANGUAGE	FRENCH I	FRENCH II	FRENCH III	FRENCH IV	FRENCH V
Concept Career development education is a process that enables students to learn more about themselves and their career options.					
Skills/Objectives The learner will:					
1. Identify a wide variety of occupations.	I	R	R	R	R
2. Explain how education and work are interrelated.	I	R	R	R	R
3. Demonstrate an understanding that individuals can learn to perform adequately in a variety of occupations.	I	R	R	R	R
4. Demonstrate an understanding that career development requires a continuous and sequential series of choices.	I	R	R	R	R
5. Explore occupations to provide information on which to base vocational and educational decisions.	I	R	R	R	R
6. Demonstrate an understanding that knowledge of French will enhance one's chances of being hired for a job.	I	R	R	R	R
7. Demonstrate an understanding that knowledge of French will make available opportunities for employment in French-speaking countries.	I	R	R	R	R
8. Demonstrate an awareness that certain jobs require a knowledge of French.	I	R	R	R	R
9. Demonstrate an awareness that entrance into and promotion within various occupations are greatly enhanced by a working knowledge of French.	I	R	R	R	R
10. Demonstrate an understanding that the study of French in high school can directly affect the number of credits earned in college by means of retroactive credit for French.	I	R	R	R	R

GERMAN

SCHOOL DISTRICT OF WAUKESHA

Waukesha, Wisconsin

COURSES

FOREIGN LANGUAGE

Concept

Verbs and word order form the base of a system which can be used for comprehension in the modes of listening, speaking, reading, and writing.

Skills/Objectives

The learner will demonstrate familiarity with:

		GERMAN I	GERMAN II	GERMAN III	GERMAN IV	GERMAN V
1.	Future time expressed by present tense and adverb.	I	A	A	A	A
2.	Gern with verbs	I-E	A	A	A	A
3.	Past time expressed by present tense + schon.	I-E	A	A	A	A
4.	Present tense forms of selected irregular verbs	I-E	E	A	A	A
5.	Present tense of modals with infinitive and möchten	I-E	R	A	A	A
6.	Reacting to imperatives in the classroom	I-E	R	A	A	A
7.	Kennen/Wissen	I-E	R	A	A	A
8.	Present tense of common verbs	I-E	R	A	A	A
9.	Selected present-perfect constructions to express past actions	I	E	R	A	A
10.	Word order for statements, questions and commands	I-E	R	R	A	A
11.	Verbs with separable prefixes in the present tense		I-E	A	A	A
12.	Schon...seit construction to express past action continuing into the present		I-E	R	A	A
13.	Imperatives		I-E	R	A	A
14.	Future with werden		I-E	R	A	A
15.	Present perfect tense of all verbs including modals		I-E	R	A	A
16.	Dative of interest		I-E	R	A	A
17.	Reflexive verbs		I-E	R	A	A
18.	Mögen vs. gern construction		I-E	R	A	A
19.	Indirect objects		I-E	R	A	A
20.	Lassen construction			I-E	R	A
21.	Other auxillary verbs + zu			I-E	R	A
22.	Um-zu construction			I-E	R	A
23.	Word order of direct and indirect object pronouns			I-E	R	A
24.	Imperfect tense			I-E	R	A
25.	Past-perfect tense			I-E	R	A
26.	Relative clauses				I-E	A

SCHOOL DISTRICT OF WAUKESHA

Waukesha, Wisconsin

FOREIGN LANGUAGE	COURSES				
	GERMAN I	GERMAN II	GERMAN III	GERMAN IV	GERMAN V
Skills/Objectives (continued)					
27. Würde construction				I-E	A
28. Subjunctive of verbs				I-E	A
29. Passive voice				I-E	R
30. Nicht brauchen + zu as a negation of müssen					I-E

SCHOOL DISTRICT OF WAUKESHA

Waukesha, Wisconsin

FOREIGN LANGUAGE

Concept

Development and control of a variety of parts of speech and idiomatic expressions provide for effective communication.

Skills/Objectives

The learner will demonstrate familiarity with:

1. Adjectives following the verb sein
2. Omission of articles
3. Nouns with definite and indefinite articles in the nominative and accusative
4. Personal pronouns in the nominative
5. Possessive adjectives in the nominative
6. Pronouns in the accusative
7. Interrogatives
8. Negation with nicht and kein
9. Appropriate adverbs
10. Coordinating conjunctions
11. Isolated dative constructions
12. Time expressions
13. Accusative prepositions
14. Nouns with definite and indefinite articles in the dative
15. Imperfect tense of sein, haben
16. Dative and two-way prepositions
17. Subordinating conjunctions
18. Uses of als/wenn vs. wann
19. Superlative forms of adjectives and adverbs
20. Comparative forms of adjectives and adverbs
21. Wo and da compounds
22. Adjective endings
23. Relative pronouns
24. Ein words used as pronouns
25. Genitive case

COURSES

GERMAN I	GERMAN II	GERMAN III	GERMAN IV	GERMAN V
I	A	A	A	A
I	R	A	A	A
I-E	R	A	A	A
I-E	R	A	A	A
I-E	R	A	A	A
I-E	R	A	A	A
I-E	R	A	A	A
I	E	R	A	A
I	E	R	A	A
I	E	R	A	A
I-E	R	R	A	A
	I-E	R	A	A
	I-E	R	A	A
	I-E	R	A	A
	I-E	R	A	A
		I-E	A	A
		I-E	R	A
		I-E	R	R
		I-E	R	R
		I-E	R	R
		I-E	R	R
			I-E	R
			I-E	R
			I-E	R

COURSES

FOREIGN LANGUAGE	GERMAN I	GERMAN II	GERMAN III	GERMAN IV	GERMAN V
Skills/Objectives (continued)					
26. Genitive prepositions				I-E	R
27. Indefinite relative pronoun was				I-E	R
28. Prepositions with relative pronouns					I-E
29. Nouns declined as adjectives					I-E
30. Es steht					I-E

SCHOOL DISTRICT OF WAUKESHA

Waukesha, Wisconsin

COURSES

FOREIGN LANGUAGE	GERMAN I	GERMAN II	GERMAN III	GERMAN IV	GERMAN V
Concept					
A varied repertoire of vocabulary topics is essential to communication in every day situations.					
Skills/Objectives					
The learner will demonstrate an understanding of the following vocabulary topics:					
1. Age	I	A	A	A	A
2. Health	I	R	A	A	A
3. Classroom expressions	I	R	A	A	A
4. Rejoinders and interjections	I	R	A	A	A
5. First names	I	R	A	A	A
6. Family	I	R	A	A	A
7. House	I	R	A	A	A
8. Time as an extension of counting	I	R	A	A	A
9. Colors	I	R	A	A	A
10. Body parts	I	R	A	A	A
11. Greetings and leave-takings	I	R	A	A	A
12. Sports	I	R	A	A	A
13. Meals	I	R	A	A	A
14. Food	I	R	A	A	A
15. Alphabet	I-E	R	A	A	A
16. Numbers 1-1000	I-E	R	A	A	A
17. Days of the week, months and seasons	I-E	R	A	A	A
18. Weather, thermometer	I	E	R	A	A
19. Emotional feelings	I	E	R	A	A
20. Personal activities	I	E	R	A	A
21. Courtesy expressions	I	R	R	A	A
22. Likes and dislikes	I	R	R	A	A
23. Metric system	I	R	R	A	A
24. Clothing	I	R	R	A	A
25. Dates including abbreviations and ordinal numbers	I	R	R	A	A

COURSES

FOREIGN LANGUAGE	GERMAN I	GERMAN II	GERMAN III	GERMAN IV	GERMAN V
Skills/Objectives (continued)					
26. Points of the compass		I	A	A	A
27. Names of neighboring countries		I	A	A	A
28. Humankind		I	R	A	A
29. Transportation		I	R	A	A
30. Vocabulary building: Word families		I	R	A	A
31. Hobbies		I	R	A	A
32. Es gibt		I	R	A	A
33. Inhabitants of cities and countries			I	R	A
34. Languages			I	R	A
35. Expressions of personal hygiene			I	R	A
36. Prefix un-				I	R
37. Suffixes -los, -heit, -ung, -keit, -lich				I	R
38. Nicht brauchen zu					I
39. Business and technical language					I-E
40. Formal language and appropriate gestures					I-E

SCHOOL DISTRICT OF WAUKESHA

Waukesha, Wisconsin

FOREIGN LANGUAGE	COURSES				
	GERMAN I	GERMAN II	GERMAN III	GERMAN IV	GERMAN V
Concept					
Culture is an integral part of learning a foreign language.					
Skills/Objectives					
The learner will develop a familiarity with:					
1. Proverbs	I	A	A	A	A
2. Names and titles	I	A	A	A	A
3. Sports	I	A	A	A	A
4. Polite and familiar address	I-E	A	A	A	A
5. Capitalizing nouns	I-E	A	A	A	A
6. Rhymes and sayings	I	E	A	A	A
7. Letter writing including capitalization of Du, Dein	I	E	A	A	A
8. Phone numbers	I	R	A	A	A
9. German-speaking countries	I	R	A	A	A
10. Hiking and walking	I	R	A	A	A
11. Currency	I	R	A	A	A
12. Courtesy expression	I	R	A	A	A
13. Using the telephone	I	R	A	A	A
14. Marktplatz	I	R	A	A	A
15. Handshake	I-E	R	A	A	A
16. Greetings	I-E	R	A	A	A
17. Holidays	I-E	R	A	A	A
18. German food	I-E	R	A	A	A
19. German school system	I	E	R	A	A
20. Basic geographical terms about German-speaking countries	I	R	R	A	A
21. 24-hour clock	I	R	R	A	A
22. Expressing personal needs	I-E	R	R	A	A
23. Folk songs and contemporary songs	I	R	R	R	A
24. Opening and closing times		I	R	A	A
25. Flavoring words (na, ja, denn, mal, doch, etc.)		I	R	A	A
26. Eating establishments/Konditorei		I	R	A	A

SCHOOL DISTRICT OF WAUKESHA

Waukesha, Wisconsin

FOREIGN LANGUAGE	COURSES				
	GERMAN I	GERMAN II	GERMAN III	GERMAN IV	GERMAN V
Skills/Objectives (continued)					
27. Table setting, table manners		I	R	A	A
28. Kaffeetrinken		I	R	A	A
29. Metric measures of volume and weight		I	R	A	A
30. Naturalness in nutrition and health		I	R	A	A
31. Transportation		I	R	A	A
32. Geography		I	R	A	A
33. Landkarte, Stadtplan		I	R	A	A
34. Polite commands		I-E	R	A	A
35. Dialects			I	R	A
36. University and vocational education			I	R	A
37. Newspapers and magazines			I	R	A
38. Postal System			I	R	A
39. Readings and audio-visual presentation			I	R	A
40. Music, history, literature, science, art			I	R	A
41. Drivers Education				I	R
42. Business and technical correspondence				I	R

SCHOOL DISTRICT OF WAUKESHA

Waukesha, Wisconsin

COURSES

FOREIGN LANGUAGE	GERMAN I	GERMAN II	GERMAN III	GERMAN IV	GERMAN V
Concept The communicative process of German involves listening, speaking, reading, and writing effectively in a wide variety of situational contexts.					
Skills/Objectives The learner will demonstrate an ability to:					
1. Respond to basic questions realistically/appropriately, affirmatively or negatively	I-E	A	A	A	A
2. Repeat basic questions and ask them of other students	I-E	A	A	A	A
3. Respond to visual cues	I-E	A	A	A	A
4. Use appropriate greetings and leave-takings	I-E	A	A	A	A
5. Use Germar names and titles appropriately	I-E	A	A	A	A
6. Recite cultural songs, games, and rhymes	I	R	A	A	A
7. Recite sequences, such as the alphabet, days of the week, months, seasons, and numbers	I-E	R	A	A	A
8. Seek information	I-E	R	A	A	A
9. Express confusion or lack of understanding	I-E	R	A	A	A
10. Follow directions	I-E	R	A	A	A
11. Make excuses and ask permission	I-E	R	A	A	A
12. Give personal information in one or two sentence sequences	I-E	R	A	A	A
13. Manipulate memorized material to fit the situation	I-E	R	A	A	A
14. Give one sentence descriptions using color and size	I-E	R	A	A	A
15. Express likes and dislikes and respond to others' likes and dislikes	I-E	R	A	A	A
16. Write short description given a topic or visual aid	I-E	R	A	A	A
17. Give appropriate answers to factual questions based on culture	I-E	R	R	A	A
18. Issue and react to simple invitations		I-E	A	A	A
19. Make simple inquiries orally		I-E	R	A	A
20. Get people to restate things more simply or slowly		I-E	R	A	A
21. Complain and refuse politely		I-E	R	A	A
22. Give more extended personal information		I-E	R	A	A
23. Express physical discomfort and needs		I-E	R	A	A
24. Buy items in a street market or various stores		I-E	R	A	A

FOREIGN LANGUAGE	COURSES				
	GERMAN I	GERMAN II	GERMAN III	GERMAN IV	GERMAN V
Skills/Objectives (continued)					
25. Cash a check and change money		I-E	R	A	A
26. Use a variety of more sophisticated social expressions		I-E	R	A	A
27. Arrange a meeting with someone at a specific time, place, and date		I-E	R	A	A
28. Understand extended questions about self			I-E	A	A
29. Recount a sequence of events that happened to him/her or someone else			I-E	A	A
30. Discuss plans for a future event			I-E	A	A
31. Understand others' accounts of events, etc.			I-E	A	A
32. Influence or encourage someone to do something			I-E	A	A
33. Give extended responses and comments to questions or topics			I-E	R	A
34. Discuss current events and express a reaction to them in simple factual terms				I-E	A
35. Suggest alternatives and options to a situation				I-E	A
36. Seek explanations for the unexpected				I-E	A
37. Summarize a movie, TV program, book,magazine article, etc.					I-E

SCHOOL DISTRICT OF WAUKESHA

Waukesha, Wisconsin

FOREIGN LANGUAGE	COURSES				
	GERMAN I	GERMAN II	GERMAN III	GERMAN IV	GERMAN V
Concept					
Career development education is a process that enables students to learn more about themselves and their career options.					
Skills/Objectives					
The learner will:					
1. Identify a wide variety of occupations.	I	R	R	R	R
2. Explain how education and work are interrelated.	I	R	R	R	R
3. Demonstrate an understanding that individuals can learn to perform adequately in a variety of occupations.	I	R	R	R	R
4. Demonstrate an understanding that career development requires a continuous and sequential series of choices.	I	R	R	R	R
5. Explore occupations to provide information on which to base vocational and educational decisions.	I	R	R	R	R
6. Demonstrate an understanding that knowledge of German will enhance one's chances of being hired for a job.	I	R	R	R	R
7. Demonstrate an understanding that knowledge of German will make available opportunities for employment in German-speaking countries.	I	R	R	R	R
8. Demonstrate an awareness that certain jobs require a knowledge of German.	I	R	R	R	R
9. Demonstrate an awareness that entrance into and promotion within various occupations are greatly enhanced by a working knowledge of German.	I	R	R	R	R
10. Demonstrate an understanding that the study of German in high school can directly affect the number of credits earned in college by means of retroactive credit for German.	I	R	R	R	R

LATIN

COURSES

FOREIGN LANGUAGE

Concept

Formation and usage of verbs and related parts of speech as well as word order are needed for language mastery.

Skills/Objectives

The learner will demonstrate familiarity with the use of:

		LATIN I	LATIN II	LATIN III	LATIN IV	LATIN V
1.	Formation of positive adverbs	I	E	R	A	A
2.	Verb conjugations 1st and 2nd	I-E	R	R	A	A
3.	Person and number of verbs	I-E	R	R	A	A
4.	Active voice of verbs	I-E	R	R	A	A
5.	Indicative and imperative moods	I-E	R	R	A	A
6.	Present imperfect, future, perfect, pluperfect and future perfect tenses	I-E	R	R	A	A
7.	Verbs at the end of the sentence except to form a question	I-E	R	R	A	A
8.	Imperative verbs at the beginning of a sentence	I-E	R	R	A	A
9.	Being and linking verbs in the middle of a sentence	I-E	R	R	A	A
10.	Adverbs precede verbs	I-E	R	R	A	A
11.	Infinitives precede main verbs	I-E	R	R	A	A
12.	Forms of sum and possum	I-E	R	R	A	A
13.	Formation and usage of infinitives	I	E	R	R	A
14.	Verb conjugations 3rd and 4th		I-E	R	A	A
15.	Passive voice of verbs		I-E	R	A	A
16.	Irregular and deponent verbs		I	E	R	A
17.	Formation of comparative and superlative adverbs		I	E	R	A
18.	Formation and usage of participles		I	E	R	A
19.	Subjunctive mood		I-E	R	R	R
20.	Formation and usage of gerunds			I-E	R	A
21.	Formation and usage of gerundives			I-E	R	A
22.	Supine			I	E	R

SCHOOL DISTRICT OF WAUKESHA

Waukesha, Wisconsin

FOREIGN LANGUAGE	COURSES				
	LATIN I	LATIN II	LATIN III	LATIN IV	LATIN V
Concept					
Development and control of the parts of speech--conjunctions, exclamations, and prepositions, are an integral part of language learning.					
Skills/Objectives					
The learner will demonstrate a familiarity with:					
1. Exclamations	I	E	R	A	A
2. Accusative prepositions	I-E	R	R	A	A
3. Ablative prepositions	I-E	R	R	A	A
4. Coordinating conjunctions	I	E	R	R	A
5. Subordinating conjunctions		I	E	R	A

COURSES

FOREIGN LANGUAGE	LATIN I	LATIN II	LATIN III	LATIN IV	LATIN V
Concept Formation and usage of nouns and related parts of speech as well as word order are needed for language mastery.					
Skills/Objectives The learner will demonstrate familiarity with use of:					
1. Vocative case and usage	I	E	R	A	A
2. Demonstrative, intensive, personal, possessive, interrogative, reflexive and indefinite pronouns	I	E	R	A	A
3. First, second and third declension noun and adjective endings	I-E	R	R	A	A
4. Agreement of nouns and adjectives in gender and number	I-E	R	R	A	A
5. Nominative case and usage	I-E	R	R	A	A
6. Genitive case and usage	I-E	R	R	A	A
7. Dative case and usage	I-E	R	R	A	A
8. Accusative case and usage	I-E	R	R	A	A
9. Ablative case and usage	I-E	R	R	A	A
10. Size and number adjectives before nouns - all others follow nouns	I-E	R	R	A	A
11. Subject at the beginning of the sentence	I-E	R	R	A	A
12. Accusative case before the verb	I-E	R	R	A	A
13. Indirect object before the direct object	I-E	R	R	A	A
14. Pronouns follow rules of nouns	I-E	R	R	A	A
15. Vocatives always second in a sentence	I-E	R	R	A	A
16. Appositives immediately follow the noun they further explain	I-E	R	R	A	A
17. Demonstrative, intensive, indefinite, interrogative, reflexive and irregular adjectives	I	E	R	R	A
18. Fourth and fifth declension noun and adjective endings		I-E	R	A	A
19. Pronoun endings and usage		I-E	R	A	A
20. Locative case and usage		I-E	E	R	A
21. Irregular nouns and adjectives		I	E	R	A
22. Special adjectives		I	E	R	A
23. Degrees of comparative and superlative adjectives		I-E	R	R	A
24. Degrees of comparative and superlative irregular adjectives		I-E	R	R	A
25. Relative pronouns and antecedents		I-E	R	R	A

SCHOOL DISTRICT OF WAUKESHA

Waukesha, Wisconsin

FOREIGN LANGUAGE	COURSES				
	LATIN I	LATIN II	LATIN III	LATIN IV	LATIN V
Concept					
Formation and usage of various grammatical structures are integral to language learning.					
Skills/Objectives					
The learner will demonstrate a familiarity with:					
1. Indicative clauses	I	E	R	R	A
2. Indirect statement		I	E	R	A
3. Ablative absolutes		I	E	R	A
4. Subjunctive clauses		I	E	R	A
5. Participal phrase		I	E	R	A
6. Infinitive phrase		I-E	R	R	A
7. Gerund phrase			I-E	R	A
8. Gerundive phrase			I-E	R	A

SCHOOL DISTRICT OF WAUKESHA

Waukesha, Wisconsin

COURSES

FOREIGN LANGUAGE	LATIN I	LATIN II	LATIN III	LATIN IV	LATIN V
Concept					
A varied repertoire of vocabulary is essential to use of the Latin language and is seasoned by idiomatic expressions.					
Skills/Objectives					
The learner will demonstrate an understanding of the following vocabulary topics:					
1. Word families	I	E	E	R	A
2. Loan words	I	E	R	R	A
3. Abbreviations	I	E	R	R	A
4. Suffixes, prefixes, root words for forming words in Latin and English	I	E	R	R	A
5. Word derivation	I-E	R	R	R	A
6. Proverbs/aphorisms		I	E	R	A
7. Knowledge of base words as formation for idiomatice expressions.		I	E	R	A

SCHOOL DISTRICT OF WAUKESHA

Waukesha, Wisconsin

FOREIGN LANGUAGE	COURSES				
	LATIN I	LATIN II	LATIN III	LATIN IV	LATIN V
Concept					
The communicative process of Latin involves listening, speaking, reading, and writing effectively in a wide variety of situational contexts.					
Skills/Objectives					
The learner will demonstrate an ability to:					
1. Use correct pronunciation and alphabet	I	E	R	A	A
2. Understand syllabication	I	E	R	A	A
3. Recognize names	I-E	R	R	A	A
4. Use dialogues	I-E	R	R	A	A
5. Express classroom directions and expressions	I	E	R	R	A
6. Practice patterns	I	E	R	R	A
7. Translate Latin to English and English to Latin	I-E	R	R	R	A
8. Respond orally and in written form to various questions	I-E	R	R	R	A
9. Recite rhymes, songs, and games	I	E	R	R	R
10. Use appropriate greetings and farewells	I	E	R	R	R
11. Use numbers	I	E	E	R	R

SCHOOL DISTRICT OF WAUKESHA

Waukesha, Wisconsin

FOREIGN LANGUAGE	COURSES				
	LATIN I	LATIN II	LATIN III	LATIN IV	LATIN V
Concept					
Culture is an integral part of learning Latin.					
Skills/Objectives					
The learner will develop a familiarity with:					
I. History					
A. Birth of Rome	I	E	R	R	A
B. General Overview 753 BC - 476 AD	I	E	R	R	A
C. Caesar's Days	I	E	R	R	A
D. Republic vs. Empire		I	E	R	A
E. The Empire		I	E	R	A
F. Cicero's Days		I	E	R	R
G. Historians			I-E	R	R
H. The Augustan Age				I-E	R
I. Etruscans				I-E	R
II. Geography					
A. Italy	I	E	E	R	A
B. Cities	I	E	E	R	A
C. Conquests	I	E	R	R	A
III. Contributions to Western Civilization					
A. Government - Politics	I	E	E	R	A
B. Architecture and Engineering	I	E	E	R	A
C. Law	I	E	E	R	R
D. Mythology	I	E	E	R	R
E. Romance languages and English	I	E	E	E	E
F. Famous Romans	I	E	E	E	E
G. Philosophy		I	E	E	R
H. Theatre and Drama		I	E	E	R

COURSES

FOREIGN LANGUAGE	LATIN I	LATIN II	LATIN III	LATIN IV	LATIN V
Skills/Objectives (continued)					
IV. Other					
A. Military	I	E	R	R	A
B. Calendar	I	E	R	R	A
C. Family	I	E	R	R	A
D. Weather	I	E	R	R	A
E. Clothing	I	E	R	R	A
F. Colors	I	E	R	R	A
G. Body parts	I	E	R	R	A
H. Slavery	I	E	R	R	A
I. Sports	I-E	R	R	R	A
J. Religion	I	E	E	R	A
K. Society	I	E	E	R	A
L. Education	I	E	E	R	A
M. Seasons, Days, Months	I	E	E	R	A
N. Influence of Rome on other cultures	I	E	E	R	R
O. House	I	E	E	R	R
P. Numbers	I	E	E	R	R
Q. Holidays	I	E	E	R	R
V. Latin Today					
A. Proverbs, mottoes	I	E	E	R	A
B. Abbreviations	I	E	E	R	A
C. Environment	I	E	E	R	A
D. Archeology	I	E	R	R	R
E. Education	I	E	E	R	R
F. Social issues	I	E	E	E	R
G. Advertising	I	E	E	E	E

FOREIGN LANGUAGE	COURSES				
	LATIN I	LATIN II	LATIN III	LATIN IV	LATIN V
Skills/Objectives (continued)					
VI. Authors					
A. Caesar	I	E	E	R	A
B. Pliny Elder		I	E	R	A
C. Martial		I	E	R	A
D. Juvenal		I	E	R	A
E. Plautus			I	E	R
F. Terrence			I	E	R
G. Cicero			I	E	R
H. Pliny Younger			I	E	R
I. Tacitus			I	E	R
J. Catullus				I-E	R
K. Horace				I-E	R
L. Tibullus				I-E	R
M. Propertius				I-E	R
N. M. Aurelius				I-E	R
O. Sallust				I	E
P. Livy				I	E
Q. Quintilian				I	E
R. Seneca				I	E
S. Ovid				I	E
T. Vergil				I-E	E

COURSES

FOREIGN LANGUAGE	LATIN I	LATIN II	LATIN III	LATIN IV	LATIN V
Skills/Objectives (continued)					
VII. Literature					
A. Myth, legend, fables	I	E	R	R	A
B. Prose		I	E	R	A
C. Satire			I	E	R
D. History			I	E	R
E. Philosophy				I-E	R
F. Drama				I-E	R
G. Poetry				I	E
H. Letters				I	E
I. Late Latin Period				I	E
J. Medieval Period				I	E
K. Modern Period				I	E

SCHOOL DISTRICT OF WAUKESHA

Waukesha, Wisconsin

FOREIGN LANGUAGE	COURSES				
	LATIN I	LATIN II	LATIN III	LATIN IV	LATIN V
Concept					
Many jobs are enhanced by a knowledge of Latin.					
Skills/Objectives					
The learner will:					
1. Identify occupations which have a direct need of Latin terms including law, medicine, pharmacy, engineering, veterinary science, music, acting.	I	R	R	R	R
2. Show value of Latin as background for vocabulary as well as use in writing and speaking skills.	I	R	R	R	R
3. Communicate verbal skills learned in Latin that are applicable to a variety of career options.	I	R	R	R	R
4. Understand that three years of Latin will satisfy the entrance requirements for most colleges.	I	R	R	R	R
5. Understand that the study of Latin in high school can directly affect the number of credits earned in college by means of retroactive credit for Latin.	I	R	R	R	R

SPANISH

SCHOOL DISTRICT OF WAUKESHA

Waukesha, Wisconsin

COURSES

FOREIGN LANGUAGE	SPANISH I	SPANISH II	SPANISH III	SPANISH IV	SPANISH V
Concept					
Verbs and word order form the basis of a system which can be used for comprehension in the modes of listening, speaking, reading and writing.					
Skills/Objectives					
The learner will demonstrate familiarity with:					
1. Word order and intonation in declarative and negative sentences	I-E	E	A	A	A
2. Present tense of selected irregular verbs--ser, estar, ir, tener, saber, salir, decir, venir, hacer, dar	I-E	E	A	A	A
3. Present tense of commonly used, regular -ar, -er, -ir verbs	I-E	R	A	A	A
4. Word order and intonation in yes/no and information questions	I-E	R	A	A	A
5. Present tense of selected stem-changing verbs	I-E	R	A	A	A
6. Selected forms of certain verbs--llamarse (mellamo, te llamas, se llama), gustar (me gusta, te gusta, le gusta, me gustaria, te gustaria), permitir (me permite), sentir (lo siento)	I-E	R	A	A	A
7. Selected forms of verbs expressing agreements and disagreements--estar de acuerdo, dudario	I-E	R	A	A	A
8. Differences between jugar and tocar	I-E	R	A	A	A
9. Infinitive used after conjugated verbs	I-E	R	A	A	A
10. Preterit of regular verbs	I-E	R	A	A	A
11. Use of imperatives in the classroom	I	E	R	A	A
12. Memorized automatic pairs of future, using ir + a + infinitive	I	E	R	A	A
13. Present tense + adverbs to indicate futurity	I	E	R	A	A
14. Memorized or automatic pairs of regular preterit of commonly used -ar, -er; ir verbs	I	E	R	A	A
15. Formal commands		I-E	R	A	A
16. Present tense of common reflexive verbs to give personal information, common stem-changing verbs, common irregular verbs		I-E	R	A	A
17. Acabar de + infinitive		I-E	R	A	A
18. Differences between saber and conocer		I-E	R	A	A

SCHOOL DISTRICT OF WAUKESHA

Waukesha, Wisconsin

COURSES

FOREIGN LANGUAGE	SPANISH I	SPANISH II	SPANISH III	SPANISH IV	SPANISH V
Skills/Objectives (continued)					
19. Differences between ser and estar		I-E	R	A	A
20. Forms of gustar, faltar, doler		I-E	R	A	A
21. Imperfect tense		I-E	R	A	A
22. Polite verb forms--pudiera, le gustaria, quisiera		I	E	R	A
23. Recognitional knowledge of: pluperfect, present progressive, past progressive, future			I	R	A
24. Irregular verbs not covered in Levels I and II in present, preterit, and imperfect			I-E	R	A
25. Differences between imperfect and preterit			I-E	R	A
26. Present-perfect tense			I-E	R	A
27. Impersonal se			I-E	R	A
28. Passive se			I-E	R	A
29. Hace...que and verb (present)			I-E	R	A
30. Hace...que and verb (preterit)			I-E	R	A
31. Present subjunctive used with emotion, impersonal, causing, doubt, denial, adjective, adverb, indirect commands			I	E	E
32. Past subjunctive used with sequence of tenses				I	E
33. Past perfect					I-E
34. Future perfect					I-E

SCHOOL DISTRICT OF WAUKESHA

Waukesha, Wisconsin

FOREIGN LANGUAGE	COURSES				
	SPANISH I	SPANISH II	SPANISH III	SPANISH IV	SPANISH V
Concept					
Development and control of a variety of parts of speech and idiomatic expressions provide for effective communication.					
Skills/Objectives					
The learner will demonstrate familiarity with:					
1. Singular and plural of common nouns with their definite and indefinite articles	I-E	R	A	A	A
2. Singular and plural of subject pronouns	I-E	R	A	A	A
3. Possessive adjectives	I-E	R	A	A	A
4. Possession with de	I-E	R	A	A	A
5. Contractions al and del	I-E	R	A	A	A
6. Descriptive adjectives, agreement and syntax	I-E	R	A	A	A
7. Demonstrative adjectives	I-E	R	A	A	A
8. Prepositions	I-E	R	A	A	A
9. Adverbs of quantity, degree, and time	I-E	R	A	A	A
10. Interrogative expressions	I-E	R	A	A	A
11. Prepositional pronouns	I-E	R	A	A	A
12. Rejoinders and interjections	I-E	R	A	A	A
13. Expressions: tener expressions, hace with weather, hay, a la derecha, and a la izquierda	I-E	R	A	A	A
14. Negation	I-E	R	A	A	A
15. Diminutive forms of words	I-E	R	A	A	A
16. Selected forms of llamarse and gustar	I	E	R	A	A
17. Expressions of agreement	I	E	R	A	A
18. Expressions of confusion	I	E	R	A	A
19. Affirmative and negative words	I	E	R	A	A
20. Basic adverbs		I-E	R	A	A
21. Basic adjectives and nouns dealing with contrasts, professions, nationality, and physical and emotional states		I-E	R	A	A
22. Comparative and superlative forms of adjectives/adverbs		I-E	R	A	A
23. Isimo		I	E	R	A

COURSES

FOREIGN LANGUAGE	SPANISH I	SPANISH II	SPANISH III	SPANISH IV	SPANISH V
Skills/Objectives (continued)					
24. Appropriate use of single direct and indirect objects in affirmative, negative, interrogative, and commands		I	E	R	A
25. Differences between por and para		I	E	R	A
26. Position of adjectives to change meaning			I-E	R	A
27. Transitional words and phrases (despues, entonces)			I-E	R	A
28. Causality phrases (por eso, por lo tanto, a causa de)			I-E	R	A
29. Possessive pronouns			I-E	R	A
30. Relative pronouns			I-E	R	A
31. Use of double object pronouns in affirmative and negative statements, interrogatives, and imperative sentences			I	E	R
32. Complex idiomatic expressions					I-E

SCHOOL DISTRICT OF WAUKESHA

Waukesha, Wisconsin

COURSES

FOREIGN LANGUAGE	SPANISH I	SPANISH II	SPANISH III	SPANISH IV	SPANISH V
Concept					
A varied repertoire of vocabulary topics is essential to communication in everyday situations.					
Skills/Objectives					
The learner will demonstrate an understanding of the following vocabulary topics:					
1. Health	I-E	A	A	A	A
2. Greetings	I-E	A	A	A	A
3. Leave-takings	I-E	A	A	A	A
4. Weather	I-E	A	A	A	A
5. Time	I-E	A	A	A	A
6. Age	I-E	A	A	A	A
7. Days of the week	I-E	A	A	A	A
8. Months	I-E	A	A	A	A
9. Seasons	I-E	A	A	A	A
10. Alphabet	I-E	A	A	A	A
11. Cardinal numbers to 1000	I-E	A	A	A	A
12. Color	I-E	A	A	A	A
13. Family	I-E	A	A	A	A
14. Rooms of the house	I-E	A	A	A	A
15. Personal activities	I-E	A	A	A	A
16. Meals	I-E	A	A	A	A
17. Food	I-E	A	A	A	A
18. Clothing	I-E	A	A	A	A
19. Animals	I-E	A	A	A	A
20. Body parts	I-E	A	A	A	A
21. Classroom objects	I-E	A	A	A	A
22. Classroom routine	I-E	A	A	A	A
23. School subjects	I-E	A	A	A	A

SCHOOL DISTRICT OF WAUKESHA

Waukesha, Wisconsin

FOREIGN LANGUAGE	COURSES				
	SPANISH I	SPANISH II	SPANISH III	SPANISH IV	SPANISH V
Skills/Objectives (continued)					
24. Names	I-E	A	A	A	A
25. Interjections	I-E	A	A	A	A
26. Rejoinders	I-E	A	A	A	A
27. Sports	I-E	A	A	A	A
28. Leisure activities	I-E	A	A	A	A
29. Direction seeking and following		I	E	R	A
30. Getting a hotel room		I	E	R	A
31. Ordering a meal		I	E	R	A
32. Making an appointment		I	E	R	A
33. Using the post office		I	E	R	A
34. Making a phone call		I	E	R	A
35. Use of public transportation		I	E	R	A
36. Passing through customs		I	E	R	A
37. Shopping		I	E	R	A
38. Cashing a check or changing money		I	E	R	A
39. Social encounters		I	E	R	A
40. Tending to one's physical welfare		I	E	R	A
41. Cardinal numbers 1000 to million		I	E	R	A
42. Ordinal numbers 1 to 10		I	E	R	A
43. Personal information		I	E	R	A
44. Professions		I	E	R	A
45. Emotional and physical health and well-being		I	E	R	A
46. Nationalities and countries		I	E	R	A
47. Recreational pursuits		I	E	R	A
48. Daily activities		I	E	R	A
49. Nature			I	E	E

SCHOOL DISTRICT OF WAUKESHA

Waukesha, Wisconsin

FOREIGN LANGUAGE	COURSES				
	SPANISH I	SPANISH II	SPANISH III	SPANISH IV	SPANISH V
Skills/Objectives (continued)					
49. Nature			I	E	E
50. Relationships			I	E	E
51. Residence			I	E	E
52. Hobbies			I	E	E
53. Pastimes			I	E	E
54. Personal interests			I	E	E
55. Opinions and feelings			I	E	E
56. Daily routine			I	E	E
57. Weekend and evening activities				E	E
58. Current events				E	E
59. Politics				I	E
60. Aesthetic pursuits (movies, theatre, TV, books, magazine articles, art)				I	E
61. Special personal events (family get-togethers, weddings)				I	E
62. Holidays and other special events				I	E
63. Various modes of travel				I	E
64. Travel abroad				I	E

SCHOOL DISTRICT OF WAUKESHA

Waukesha, Wisconsin

FOREIGN LANGUAGE	COURSES				
	SPANISH I	SPANISH II	SPANISH III	SPANISH IV	SPANISH V
Concept					
Culture is an integral part of learning a foreign language.					
Skills/Objectives					
The learner will develop a familiarity with:					
1. Appropriate songs, rhymes, poems, proverbs	I-E	A	A	A	A
2. Geographical areas where Spanish is spoken	I-E	A	A	A	A
3. Common gestures and non-verbal communication	I-E	A	A	A	A
4. Typical names	I-E	A	A	A	A
5. Reading and writing addresses, phone numbers in Spanish fashion	I-E	A	A	A	A
6. Lack of capitalization (days of week, months, year, etc.)	I-E	A	A	A	A
7. Spanish syntax in expressing dates and abbreviation of dates	I-E	A	A	A	A
8. Recognition of 24-hour clock and Hispanic concept of time	I-E	A	A	A	A
9. Currency in Spanish-speaking countries	I-E	A	A	A	A
10. Basic geographical terms	I-E	A	A	A	A
11. Awareness of varied register levels in greetings	I-E	A	A	A	A
12. Family structure, including godparents	I-E	A	A	A	A
13. Daily life in Hispanic culture--food, school, sports, holidays, pastimes, clothing	I-E	A	A	A	A
14. Understanding and using the monetary systems of Hispanic countries		I-E	A	A	A
15. Recognizing and using signs for streets, public transportation, and public services		I-E	A	A	A
16. Understanding regulations and procedures involving customs, the post office, public transportation, and other public services		I-E	A	A	A
17. Locating necessary sources of information and help		I-E	A	A	A
18. Shopping in the Hispanic culture		I-E	A	A	A
19. Geography, cities, and major landmarks in the Hispanic world		I-E	A	A	A

FOREIGN LANGUAGE	COURSES				
	SPANISH I	SPANISH II	SPANISH III	SPANISH IV	SPANISH V
Skills/Objectives (continued)					
20. Types of work			I	E	E
21. Appropriate behavior in social and work situations (acceptable topics of discussion, etiquette, expressing displeasure or disagreement politely either verbally or non-verbally)			I	E	E
22. Family, extended family, and personal relationships			I	E	E
23. Holidays and other special events				I	E
24. Typical reading materials (books, newspapers, magazines)				I	E
25. Media				I	E
26. Current events				I	E
27. Politics as a perennial and non-personal topic of debate, and the importance of being well informed on politics and current events in the Spanish-speaking countries, the USA, and the rest of the world				I	E
28. Geography				I	E
29. Various modes of travel				I	E
30. Travel abroad				I	E
31. Restaurants and meals in Spanish-speaking countries				I	E

SCHOOL DISTRICT OF WAUKESHA

Waukesha, Wisconsin

COURSES

FOREIGN LANGUAGE	SPANISH I	SPANISH II	SPANISH III	SPANISH IV	SPANISH V
Concept					
The communicative process of Spanish involves listening, speaking, reading, and writing in a wide variety of situational contexts.					
Skills/Objectives					
The learner will demonstrate an ability to:					
1. Respond to basic questions used in class	I-E	R	A	A	A
2. Repeat basic questions, asking them of another student	I-E	R	A	A	A
3. Recite sequences, such as the alphabet, days of the week, months, seasons, numbers	I-E	R	A	A	A
4. Respond to visual cues dealing with colors, time, members of the family, rooms of house, body parts, etc.	I-E	R	A	A	A
5. Understand and recite orally songs, rhymes, and sayings	I-E	R	A	A	A
6. Seek information	I-E	R	A	A	A
7. Express confusion or lack of understanding	I-E	R	A	A	A
8. Follow directions	I-E	R	A	A	A
9. Make excuses	I-E	R	A	A	A
10. Ask permission	I-E	R	A	A	A
11. Express emotions	I-E	R	A	A	A
12. Understand and use appropriate greetings and leave-takings	I-E	R	A	A	A
13. Understand and pronounce typical male and female names	I-E	R	A	A	A
14. Understand and give personal information in one- or two-sentence sequences, such as name, age, family members	I-E	R	A	A	A
15. Understand and answer in one sentence, in oral and written form, a structured question (yes/no, either/or) about real, personal experiences: in the present, in the past, in the future, and using ir + a + infinitive	I-E	R	A	A	A

FOREIGN LANGUAGE	COURSES				
	SPANISH I	SPANISH II	SPANISH III	SPANISH IV	SPANISH V
Skills/Objectives (continued)					
16. Manipulate memorized materials to fit the situation	I-E	R	A	A	A
17. Give one-sentence description of items, using adjectives of color and size	I-E	R	A	A	A
18. Give one-word or one-sentence answers to factual questions based on cultural information from countries where the language is spoken	I-E	R	A	A	A
19. Express likes/dislikes in single sentences using concrete vocabulary on topics such as food, clothing, colors, classes in school	I-E	R	A	A	A
20. Express agreement and disagreement with other students' likes and dislikes	I-E	R	A	A	A
21. Make simple inquiries orally to seek information		I	E	A	A
22. Gather information by reading or listening		I	E	A	A
23. Get people to restate things more simply or slowly		I	E	A	A
24. Complain or refuse politely		I	E	A	A
25. Give more extended personal information		I	E	A	A
26. Express physical discomfort and needs in a social situation		I	E	A	A
27. Describe medical/physical needs in very simple terms in a medical setting		I	E	A	A
28. Request help in attending to needs and/or uncertainties		I	E	A	A
29. Buy basic items in street markets or various stores		I	E	A	A
30. Cash a check and change money		I	E	A	A
31. Buy non-food survival items		I	E	A	A
32. Use a variety of social formulas (expressing politeness, apologizing, excusing oneself)		I	E	A	A
33. Issue and react to simple invitations		I	E	A	A
34. Arrange a meeting with someone at a specific time, place, and date		I	E	A	A
35. Use common and appropriate telephone phrases		I	E	A	A

FOREIGN LANGUAGE	COURSES				
	SPANISH I	SPANISH II	SPANISH III	SPANISH IV	SPANISH V
Skills/Objectives (continued)					
36. Understand questions about themselves			I-E	A	A
37. Ask others for information about themselves			I-E	A	A
38. Understand extended answers to their questions			I-E	A	A
39. Recount a sequence of events that happened to them or someone else			I-E	A	A
40. Summarize a movie, TV program, book, magazine article, etc.				I	E
41. Discuss current events and express a reaction to them in simple, factual terms				I	E
42. Discuss plans for a future event (picnic, holiday, trip, etc.)				I	E
43. Understand others' accounts of all of the above				I	E
44. Suggest alternatives rather than accept the option offered (send back unacceptable food, change a departure time, etc.)				I	E
45. Influence or encourage someone to do something (change places on a train, return a purchase, etc.)				I	E
46. Seek explanations for the unexpected (find out why the check for a meal is high, why the credit card is not accepted, etc.)				I	E

SCHOOL DISTRICT OF WAUKESHA

Waukesha, Wisconsin

COURSES

FOREIGN LANGUAGE	SPANISH I	SPANISH II	SPANISH III	SPANISH IV	SPANISH V
Concept					
Career development education is a process that enables students to learn more about themselves and their career options.					
Skills/Objectives					
The learner will:					
1. Identify a wide variety of occupations.	I	R	R	R	R
2. Explain how education and work are interrelated.	I	R	R	R	R
3. Demonstrate an understanding that individuals can learn to perform adequately in a variety of occupations.	I	R	R	R	R
4. Demonstrate an understanding that career development requires a continuous and sequential series of choices.	I	R	R	R	R
5. Explore occupations to provide information on which to base vocational and educational decisions.	I	R	R	R	R
6. Demonstrate an understanding that knowledge of Spanish will increase one's chances of being hired for a job.	I	R	R	R	R
7. Demonstrate an understanding that knowledge of Spanish will make available opportunities for employment in Spanish speaking countries.	I	R	R	R	R
8. Demonstrate an awareness that certain jobs require a knowledge of Spanish.	I	R	R	R	R
9. Demonstrate an awareness that entrance into and promotion within various occupations are greatly enhanced by a working knowledge of Spanish.	I	R	R	R	R
10. Demonstrate an understanding that the study of Spanish in the high school can directly affect the number of credits earned in college by means of retroactive credit for Spanish.	I	R	R	R	R